



KS3 2023-24	Autumn 1 - Space & the World 6 weeks	Autumn 2- Family & Celebrations 8 weeks	Spring - People who help us Spring 1- 6 weeks Spring 2- 4 weeks	Summer - Gaming & Adventure Summer 1- 7 weeks Summer 2- 5 weeks
<p>Science Harriet</p>	<p>Physics - Space</p> <p>This terms' work sets out to develop pupils' knowledge of space, the impact of human activity on earth and why we have day and night.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore the Earth, moon and sun alongside the planets, experiencing the differences. • Pupils should learn that the sun us a star at the centre of our solar system and that it has 8 planets. • Understand Earth's rotation around the sun to describe day and night. • Be able to communicate how there are only limited resources on Earth and why recycling is so important. • Predict the impact of human activity on the Earth. • Describe the movement of the moon relative to the Earth. 	<p>Physics - Earth and the atmosphere</p> <p>Building on our work in term 1, we will delve deeper into the topic to understand the composition of the earth and extend our knowledge on climate change.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore the composition of the Earth. • Explore the rock cycle and the formations of igneous, sedimentary and metamorphic rocks. • Sort the different types of rocks into their categories • Understand that Earth has a source of limited resources and the efficacy of recycling. • The production of carbon dioxide by human activity and the impact on climate. • Recognise that our sun as a star, there are other stars in our galaxy and other galaxies. • Investigate the seasons and Earth's tilt, day length at different times of year, in a different hemisphere. 	<p>Animals including humans</p> <p>Students will learn about how to live a healthy lifestyle and how to care for our bodies. We will learn about the different careers of people that work in hospitals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore different lifestyles an predict the impact of different lifestyles on ourselves • Observe and use inference to understand the different aspects of the human body and how they keep us healthy. • Name elements of the male and female reproductive systems and learn about the biological aspects of the menstrual cycle. • Research the role of hospitals, job roles there and how medicines help us • Research key medical scientists and the impact they have on us today • Recognise the impact of diet, exercise, drugs and lifestyle on the body. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. <p>Nutrition and digestion</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • The content of a healthy human diet • Energy requirements in a healthy daily diet • Consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. <p>The skeletal and muscular systems</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • The structure and functions of the human skeleton, to include support, protection and movement. <p>Chemistry elements</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Medicines, how they were invented, who invented them. • Research Alexander Fleming and Marie Curie 	<p>States of Matter</p> <p>Experiencing different states of matter, students will develop their understanding of how to separate solutions, predict in experiments and creating solutions. Students will explore a range of things in their world that are solids, liquids and gases.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Observe different states of matter • Explore different techniques to separate solutions • Predict what will happen when separating solutions • Communicate what happened during the experiments • Recap states of matter, solid, liquid, gas. • Create solution, including dissolving, evaporating and condensing. • Use simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography. <p>Cycles and energy – photosynthesis</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Explore a range of plants in the local environment. • Using inference, understand photosynthesis is how plants "eat", and that it is essential for our survival as well as theirs. • Label the parts of a plant and associate photosynthesis with the correct parts. • Understand that the dependence of almost all life on Earth on the ability of photosynthesis organisms, such as plants and algae to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. • Investigate the adaptations for leaves for photosynthesis.
<p>Food Technology Tim</p>	<p>Lunches and Party Foods</p> <p>This terms work has been developed to enable pupils to acquire a range of food skills, increasing in complexity and accuracy, to cook a range of</p>	<p>x</p>	<p>An Eat well plate.</p> <p>This term of work has been developed to enable pupils to further develop a range of food skills and cementing their understanding of safely and</p>	<p>Food from around the world.</p> <p>This term of work has been developed to ensure Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to</p>



	<p>dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To describe the expectations for working in the food room including food hygiene and safety practices. To acquire and demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. To acquire and demonstrate the principles of food hygiene and safety, rubbing-in and the using the oven. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the grill. To acquire and demonstrate the principles of food hygiene and safety, the grater, handling eggs, and the oven. To acquire and demonstrate knife skills, mixing, using the hob stir-frying, boiling and simmering, and draining to prepare and cook a stir-fry. To acquire and demonstrate measuring and using the hob developing frying, boiling, and simmering skills to prepare and cook a vegetable curry. To acquire and demonstrate weighing and measuring, peeling, cutting, blitzing, dividing, forming and shaping and using the grill to make meat or vegetarian koftas. <p>Students will be able to improve their knowledge base for making healthy eating choices and further develop their ability to identify key information on managing a healthier diet.</p> <p><u>All Food allergies and intolerances should be monitored and adapted for based on individual groups.</u></p>		<p>hygienically. They will consider the factors that affect food choice, food availability and food waste.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To develop and demonstrate measuring, knife skills, and using the hob to boil and simmering to prepare and cook savoury rice. To develop and demonstrate measuring, knife skills, grating, cake making, and using the oven to prepare and cook mini carrot cakes. To develop and demonstrate knife skills, grating and using the oven to prepare and cook frittata. To develop and demonstrate, rubbing-in, forming and shaping a dough, and using the oven to prepare and cook fruit scones. To develop and demonstrate, using the hob boiling and simmering, the all-in-one sauce method, and using the grill to prepare and cook tuna pasta bake or vegetarian alternative. To develop and demonstrate knife skills, forming, kneading and shaping yeast dough, and using the oven baking to prepare and cook pizza wheels. <p>Students will be able to adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes.</p> <p><u>All Food allergies and intolerances should be monitored and adapted for based on individual groups.</u></p>	<p>create and make high quality dishes for a wide range of people.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To secure and demonstrate knife skills and using the hob boiling and simmering to prepare and cook a bacon or mushroom risotto. To secure and demonstrate knife skills, grating, using the hob frying and simmering, draining, and using the grill to prepare and cook a pasta Fiorentina. To secure and demonstrate knife skills, draining, mashing, layering, and using the grill to prepare and cook a cottage pie. To secure and demonstrate knife skills, using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking) when preparing and cooking samosas. To secure and demonstrate weighing and measuring, forming and shaping, rolling out and using the oven (baking) to prepare and cook a savoury tart. To secure and demonstrate weighing and measuring, creaming, preparing baking tins and using the oven to prepare and cook a Dutch apple cake. To secure, consolidate and demonstrate knife skills, using the hob frying, boiling, simmering to prepare and cook a Thai green curry with rice. <p>Students will be able to secure and demonstrate a range of food skills and techniques; secure and demonstrate the principles of food hygiene and safety in a range of situations and develop their interest in food from across the world.</p> <p><u>All Food allergies and intolerances should be monitored and adapted for based on individual groups.</u></p>
<p>Art Teach for 1 term (Autumn) Martha</p>	<p>Space Scenes Students will begin to- Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> Splatter painting to create a starry sky. Marble inks to create planets. 	<p>Political Artwork Students will begin to- Produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> To create a personalised name tag in the style of street art. 	<p>x</p>	<p>x</p>



Forest Way School

KS3 Wider Curriculum Map 2023-24

	<p>Improve proficiency in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> Pinch pot- sphere Painting sphere to create own planet. <p>Evaluate and analyse creative works using the language of art, craft and design</p> <ul style="list-style-type: none"> Starry night, Vincent Van Gogh <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <ul style="list-style-type: none"> Explore the works of a Space themed artist- Peter Thorpe. 	<p>Improve proficiency in drawing, painting, sculpture and other art, craft and design techniques</p> <ul style="list-style-type: none"> Photography skills. Outdoor photography skills. Sculpture work. <p>Evaluate and analyse creative works using the language of art, craft and design</p> <ul style="list-style-type: none"> To analyse the creative works of Banksy. To analyse the creative works of Keith Haring. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <ul style="list-style-type: none"> To learn about the History and development of Graffiti and Street art. To explore the thought provoking messages portrayed in graffiti art. 		
<p>Design Technology Teach for 1 term (Spring) Martha</p>	x	x	<p>Spring 1 Design a uniform. This could be surrounding a particular job or school uniform. Student led. Research- Students will work on computer and research skills to explore current uniforms. Design- Students will develop creative ideas to design a uniform. Make- Students will create a chosen aspect for their design. Evaluate- Students will evaluate their uniform.</p> <p>Spring 2 'Mini-Enterprise- things that help' Research, design, make, evaluate. As a class, choose something to make for their mini enterprise.</p>	x
<p>History Teach for 1 term (Autumn) Martha</p>	<p>The Atlantic Slave Trade Students will begin by exploring the definition of The Atlantic slave trade. Students will explore-</p> <ul style="list-style-type: none"> Where is the Atlantic Ocean? What is a slave? How do people make a trade? <p>Pupils will learn the key events on the Atlantic Slave Trade timeline. Students will also focus on the life of Harriet Tubman and how she helped to free slaves during her lifetime. Students will compare and contrast modern slavery.</p>	<p>History of the Emergency Services Students will begin to understand more about how and when the emergency services were created, focussing on-</p> <ul style="list-style-type: none"> Police Fire Brigade Paramedics Coast Guard <p>Students will explore the roles of the emergency services during WW1 and WW2. Children will compare the similarities and differences both before and after the founding of the National Health Service (NHS) in 1948</p>	x	x



	Books- <i>The kidnapped Prince, love twelve miles long.</i>	Students will compare and contrast the vehicles used by the emergency services in the past and present.		
Geography Teach for 1 term (Summer) Martha	x	x	x	<p>Mountains Students will explore some of the highest and most famous mountains in the world. Pupils will name and locate up to 5 mountains. This will include their name, their height above sea level, their country or countries and their continent. Including- The Three Peaks (UK) Mount Everest (Himalayas) Mont Blanc (The Alps) Aconcagua (The Andes) Students will learn about- mountain animals mountain climates Students will learn about and explore the Sustainable Development Goal (SDG 3) - 'Ensure healthy lives and promote well-being for all at all ages'.</p> <p>Exploring China Students will compare and contrast the make up of our own country and compare this to China. Including- Landscape/location Culture including food/music/clothes Students will focus on Chinese dragons and learn about their importance within the Chinese culture. Students will explore the regions in China, including their capital city, Beijing. Students will develop their map skills and explore online map programmes.</p>
PSHE Stacey	<p>Self-awareness (Included topic from RSE Curriculum Road Map - Family)</p> <ul style="list-style-type: none"> To develop an understanding of "Who am I?" - What makes me, me? To think about and share something that is special to us. To identify who is in my family and to create a family tree to display this. To discuss likes and dislikes, recognising them in ourselves and others. To identify personal strengths and how we can use them. To talk about what interests us. 	<p>Self-awareness (Included topic from RSE Curriculum Road Map - Friendships)</p> <ul style="list-style-type: none"> What makes a good friend? How to deal with a friend who is being disrespectful towards me. How can I be a good friend? To identify unacceptable language and behaviour and how we can deal with this. What is self-awareness? To show an awareness of how my behaviour can affect others, both in a positive and negative way. To think about the things we are good at and the things we find difficult. 	<p>Self-care, support, and safety. (Included topics from RSE Curriculum Road Map - Online and media/being safe) <u>Spring 1</u></p> <ul style="list-style-type: none"> E-safety - to show an understanding of how to safe online e.g. not sharing personal information/photos with others. E-safety - to know who to tell if something happens online that makes you feel unsafe/uncomfortable. To understand what a "stranger" is. To understand the importance of stranger danger, both online and in the community. To practise crossing the road safely in the local community. 	<p>Relationships and managing feelings. (Included topics from RSE Curriculum Road Map - Sexual relationships) <u>Summer 1</u></p> <ul style="list-style-type: none"> Recognising our own emotions and what they mean. Recognising emotions in others and what they mean. To understand who to talk to if you are feeling upset/angry etc. To explore different ways to manage strong emotions e.g. make a stress ball (balloon and flour) to support feelings of anger/frustration.



	<ul style="list-style-type: none"> To talk about aspirations for the future and what we need to do to achieve these. <p>Careers All students will have opportunities to engage with employers in a range of work sector settings related to all curriculum subjects as part of their timetabled lessons.</p> <p>Students in their lessons will produce their Career Roadmaps</p>	<ul style="list-style-type: none"> To reflect on the day - what did you do well? What could you have done better? <p>Careers students will use a range of online resources to research college and job information to help them identify their career pathways.</p> <p>Mental Wellbeing See SEND Healthy Lifestyles 2 -Mental wellbeing See SEND Healthy Lifestyles 1 – Elements of a healthy lifestyle</p>	<p>Changing and Growing - healthy/ unhealthy relationship behaviours (See SEND framework CG3 -)</p> <ul style="list-style-type: none"> Spring 2 <ul style="list-style-type: none"> To discuss the importance of self-hygiene - why is it important to keep our bodies clean? To explore the body changes in puberty that means we need to wash our bodies more regularly e.g. excess hair, spots etc. To identify ways we can keep ourselves clean e.g. washing regularly/deodorant etc. To identify activities that require us to be aware of our hygiene e.g. applying deodorant after P.E, taking our jumper off when it is warm outside. To practise applying deodorant. <p>To sequence pictures to show the routine of having a shower/bath and washing hair.</p> <p>The digital world we live in See SEND framework -The world I live in 2 managing online information</p>	<ul style="list-style-type: none"> To identify further strategies to manage feelings e.g. quiet time, fiddle toys, going for a walk etc. <p>First Aid for Minor Injuries. 999 – Emergency (inc. CPR) See SEND self care, support and safety,</p> <p>Summer 2</p> <ul style="list-style-type: none"> To explore personal space, and the importance of respecting other people's personal space. To recognise the difference between someone who is a friend, and someone who is more than a friend. To understand the importance of saying "no". To learn about which parts of the body are private, and to show an understanding that nobody can touch them without your consent. <p>To learn the names of the private parts of a male and female.</p> <p>Skills, sports and Hobbies See SEND framework -self awareness 2 – skills for learning</p>
<p>RSE Stacey</p>	<p>1: Families My Family Pupils should know:</p> <ul style="list-style-type: none"> that there are different types of committed, stable relationships. how these relationships might contribute to happiness and for bringing up children. what marriage is, including their legal status why marriage is an important relationship choice for many couples the characteristics and legal status of other types of long-term relationships. the roles and responsibilities of parents with respect to raising of children how to determine whether other children, adults or sources of information are trustworthy judge when a family, friend, intimate or other relationship is unsafe <p>2: Respectful Friendships Pupils should know:</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>x</p>	<p>3: Reproduction Pupils should know:</p> <ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, that all aspects of health can be affected by choices they make in sex and relationships the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy <p>4: Online and Media Pupils should know:</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world 	<p>5: Being Safe. Me and my body Pupils should know:</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. the facts and science relating to immunisation and vaccination. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. basic treatment for common injuries. life-saving skills, including how to administer the purpose of defibrillators and when one might be needed. <p>6: Intimate and Sexual Relationships • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p>



	<ul style="list-style-type: none"> • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect • about different types of bullying • that some types of behaviour within relationships are criminal • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality <p>See SEND framework changing and growing 2 – Friendship)</p>		<ul style="list-style-type: none"> • how people may curate a specific image of their life online, over-reliance on online relationships including social media, • the risks related to online gambling including the accumulation of debt, • how advertising and information is targeted at them • how to identify harmful behaviours online and how to report, or find support, if they have been affected by those behaviours • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online 	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment <p>See SEND framework Changing and Growing 4 – intimate relationships, consent and contraception) (See SEND Framework Managing Feelings 3 – Romantic feelings and sexual attraction)</p> <p>Celebrating PRIDE</p>
<p>Computing Tim</p>	<p><u>Using Technology & Using data</u> The unit is designed so that learners can concentrate on applying skills that they may have previously learnt as well as those learnt in the unit. Learners are given clear tasks for which they need to first plan and then implement a solution. A rubric is used to help learners focus on specific aspects of their work.</p> <p>Pupils will</p> <ul style="list-style-type: none"> • To be able to Choose search terms relating to a particular issue. • To be able to Create a poster using an appropriate software. • To modify a logo using a graphic editing program. • To plan how to deliver a presentation and use appropriate applications to support their project. • To explore questions with yes/no answers, and how these can be used to identify and compare objects. 	<p>x</p>	<p><u>Digital Media & Programming and Control</u></p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p>Pupils will</p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs. • To relate animated movement with a sequence of images. • To plan out a simple and short animation, identifying the key skills involved. • To identify the need to work consistently and carefully, when creating digital media. • To be supported to critically review and improve an animation project. • To be supported in evaluate the impact of adding other media to an animation project. 	<p><u>Modelling simulations & Creating and Publishing</u></p> <p>Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.</p> <p>Pupils will</p> <ul style="list-style-type: none"> • To recognise how text and images convey information. • To recognise that text and layout can be edited. • To create a template for a particular purpose. • To add content to a desktop publishing publication and paste text and images to create a magazine cover.



	<ul style="list-style-type: none"> To develop their understanding of using questions with yes/no answers to group objects more than once. They will learn how to use an online database tool to arrange objects into a branching database, and will create their own questions. E-safety lesson - To understand how to stay safe on internet. <p>Learners should be independently applying skills that they have learnt in across these lessons, within their own skills remit. Focusing on developing these aspects of different ICT-based interactions to their further communication skills.</p>		<p>Learners with have experienced using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> To consider how different layouts can suit different purposes To consider the benefits of desktop publishing E-safety lesson - To understand how to stay safe when playing games online. <p>The aim is to empower our learners to use technology as a tool to achieve their potential and be confident and as independent as possible in their use of technology to support their life and aspirations.</p>
<p>RE Martha</p>	<p>x</p>	<p>x</p>	<p>Spring 1 What does it mean to be a Hindu in Britain today? Hindu faith (what do Hindus believe in?). With a focus on Hindu Deities. Where do Hindus pray? How do Hindus show their faith? To explore an important story within Hinduism. Learn about and explore the life of a Hindu hero - Mahatma Gandhi.</p> <p>Spring 2 What can we learn about religions about deciding what is right and wrong? Students will explore the 10 commandments and understand their importance. To learn about Beatitudes and their importance within Christianity. Students will begin to explore Humanist beliefs about right and wrong. Learn about and explore the life of a Hindu hero - Mother Teresa.</p> <p>Workshops- -Harvest -Diwali -Christmas -Chinese New Year -Easter -Shavuot -Eid</p>	<p>x</p>
<p>Life Skills Harriet</p>	<p>Home- Managing Money</p> <p>This half term we begin our 'Home' Life Skills topic which we will continue to develop throughout the school year. The aim of this topic is to improve students' independence and gain experience in real life scenarios that will help to set them up for adult life.</p>	<p>x</p>	<p>Home - Community, Team Work</p> <p>This term we will extend our 'Home' Life Skills and develop our team working skills, highlighting the importance for this in adult life.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Experience turn taking. 	<p>Home - Volunteering, Skills For Work</p> <p>To conclude our 'Home' Life Skills topic, we will develop our skills for work and volunteer around our school and in our local community. We will build on our managing money and team work skills and use them to strengthen our skills for work.</p> <p>Pupils will:</p>



	<p>Pupils will:</p> <ul style="list-style-type: none"> Understand that money is an exchange and to experience this in real life. Develop their understanding of the cost of everyday items. Learn about affordability and the concept of budgeting. Understand what banks are used for and how they can support people. Link having a job to earning a wage. 		<ul style="list-style-type: none"> Develop their ability to share fairly. Work as part of a team to problem solve. Develop their conversational skills with those around them and how to approach different situations. Participate in team building activities. 	<ul style="list-style-type: none"> Strengthen their team work skills. Partake in work experience. Understand the difference between volunteering and paid work. Strengthen employability skills including CV writing and interview technique. Experience a variety of jobs and to develop their understanding of career routes that they could take. Understand their diagnosis and what role this may play when in a job including how they can ensure they get the support they need.
<p>Careers Tim</p>	<p>x</p>	<p><u>Engaging with employment - Talentino</u> Pupils will increase their understanding about the different options available and be encouraged about the possibility of work. To understand some means of support in the workplace and to learn how to access them.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To develop understanding of what sort of help will I need at work? What sort of help do I need to ask for? To develop understanding of How I can help myself at work. To work on developing teamwork and How we can help each other get a job. To explore what types of jobs are there, that interest me? To investigate what types of careers can you start yourself? To using the internet to find out more about careers in my local area. Talking to specialists to find out more about the careers that help me in my school. <p>These lessons are to further opportunity for the pupils and teachers to explore what areas of interest the pupils have in terms of career. Previously they had been exploring the types of careers and information about them.</p>	<p><u>Skills for the future - Skills builder</u> Follow objectives on Skills Builder</p> <p>Unit 8 - Teamwork Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. Teamwork is important for any organisation to promote a positive work culture.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To develop pupils understanding of what does behaving positively look like to you. To explore what you think appropriate behaviour means? To develop the skills and understanding of what it means to be reliable. To learn what it means to take responsibility for others. To work on what its mean to support other people. To develop pupils understanding of what diversity means. <p>Learning more about teamwork can provide significant advantages to a company and can help you be more effective in your role.</p>	<p><u>Engaging with my own Careers - Enterprise</u> Students will work collaboratively to design and create their own mini enterprise focusing on using and developing their career-based skills knowledge so far. The intention will be that students will develop team working skills as well as practical and functional skills around creating and selling products.</p> <p>Pupils will</p> <ul style="list-style-type: none"> To complete a class, discuss and plan their own ideas for a class mini-enterprise. To develop and create a resource list, looking at the design concept process. To explore and plan and create a prototype. Set out their budget proposal. Conduct market researcher with their chosen prototype. Develop a brand name and Logo for distributing their advertising across school. Create their products and explore the creation process, working under different job roles. Set up and sell their mini-enterprise creation, work on sale and money skills. <p>Students will come away with a range of skills from both creative and the practical skill set, focusing on understanding and developing a range of skills needed to generate income as well as facilitate budgeting skills.</p>
<p>Music Stacey</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Charanga scheme of work</p> <p>Summer 1- 7 weeks - Compose using your imagination.</p> <p>Summer 2- 5 weeks- Sharing musical Experiences</p>



				<p>Students will</p> <ul style="list-style-type: none"> • Experience different pieces of music from a range of genres • Share music they enjoy • Think about the way music and songs can tell stories • Reflect on how music makes us feel • Explore the Foundational Elements of Music that build and deepen over time • Handle instruments carefully and respectfully • Practice playing a range of instruments • Improvise using instruments • Record and develop improvisations to compose a piece • Understand that composing is like writing a story • Perform a practiced piece of music • Practice reading notation in a range of forms • To learn and sing well known and new songs
<p>Forest Schools Stacey</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • Use the 'Wild Warriors Handbook' to choose a challenge that interests them • Complete tasks that involve knowledge, skills and holistic development. <p>Orientation games to start every lesson</p> <p>Suggested activities -Forest School is child led</p> <ul style="list-style-type: none"> - Scavenger hunt <ol style="list-style-type: none"> 1. Colour hunt 2. Texture hunt 3. Nature hunt - Bird watching and observations - draw - Clay hedgehogs - Making a hot drink in the woods - Toasting marshmallows in an already established fire - Journey sticks 	<p>Second group of pupils</p> <p>Same objective as last group</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • Use the 'Wild Warriors Handbook' to choose a challenge that interests them • Complete tasks that involve knowledge, skills and holistic development. <p>Orientation games to start every lesson</p> <p>Suggested activities -Forest School is child led</p> <ul style="list-style-type: none"> - Making cheese toasties on the fire - Making toast on the fire - Lighting a fire using flint and steel - Toasting marshmallows having lit their own fire - Orientation - Tool use - Woodland maintenance 	<p>Pupils will</p> <ul style="list-style-type: none"> • Use the 'Wild Warriors Handbook' to choose a challenge that interests them • Complete tasks that involve knowledge, skills and holistic development. <p>Orientation games to start every lesson</p> <p>Suggested activities -Forest School is child led</p> <ul style="list-style-type: none"> - Collecting wood and building, then lighting a fire - Lighting a fire and then making hotdogs - Lighting a fire and then making smores - Pond dipping - Minibeast hunt - Tool use - Woodland maintenance
<p>Trip ideas</p>	<p>Twycross</p> <p>Space centre- links with topic</p> <p>Life Skills- visit to the local shop</p>	<p>Pantomime</p>	<p>Visit from emergency services</p>	<p>Outdoor based activity-</p> <p>Farm</p> <p>Conkers</p> <p>Park</p>